

You will notice that I have discussed your discipline problems in terms of the work going on. But interwoven with this is the other basic attack, making your classroom into a place where children and teacher live together. One quick way to get this feeling of "oneness," of group solidarity, is to find everybody a job. And do give the "smartest aleck" of all one of real responsibility. Then get him off for a conference. Ask him for his ideas and use them whenever it is at all possible. Have him present his plans to the group. Then let him feel that you are absolutely depending upon him. You'll soon have a fellow-worker instead of a mischief-maker.

Punishment with the least trace of getting even or repaying almost unfailingly makes things worse. In fact, any discipline in terms of relationship with the teacher is weak. There are only two justifications for interfering with a child's behavior—to make a better learning situation for the group or to guide him into wiser use of his own time and thereby secure better growth conditions for him. Once the teacher honestly believes this, she attacks her management problems very differently. And almost immediately children sense her changed attitude and begin to co-operate. This results gradually in a friendly, homey sort of relationship where the group morale is the strongest factor in good conduct. Don't think it won't work with your boys, because it will. But two new books might help you into the state of faith necessary to budge this particular mountain. They are: Dewey, *Education and Experience* (The Macmillan Company), and Wetzell, *The Biography of a High School* (American Book Company).

### THE READING TABLE

**RIISING THUNDER.** The Story of Jack Jouett of Virginia. By Hildegard Hawthorne. New York: Longmans, Green & Co. 1937. 272 pp. \$2.00.

This fictionalized biography paints the background of the Revolution through the

exploits of one of its lesser known heroes. In a forty-mile ride over rough country in the dead of night, Jack Jouett warned the Virginia Assembly of Tarleton's raid and saved many of the greatest Revolutionary leaders. This little-publicized ride received tardy recognition in Jouett's lifetime and, as the author points out in a foreword, is receiving tardy praise in this book. Perhaps if a raconteur such as Longfellow had chosen this true story of heroism for a poem, instead of Paul Revere's Ride (which never occurred), Jack Jouett would be as famous in history as he deserves to be.

Jouett's actual deeds are the thread which holds the story together. Even more important is the picture of Colonial life which forms the background. Although there is no proof of the details of his life as shown here, the happenings are told convincingly, and battles are correctly placed in time. The great leaders of the day, many of whom Jouett doubtless knew, are accurately drawn.

The author, Hildegard Hawthorne, who is a grand-daughter of Nathaniel Hawthorne, has told a stirring story simply and vividly.

A. F. B.

**TALKS TO BEGINNING TEACHERS OF ENGLISH.** By Dorothy Dakin, Boston: D. C. Heath & Co. 1937. 478 pp.

This book presents for the untried teacher of high school English a clear conception of the evident everyday problems in a small high school, and procedures for their immediate management. In correlating English with other subjects, Miss Dakin has constructed a beneficial plan for those teachers who may discover this an annoying problem. She deals with disciplinary problems, with extracurricular activities, and with personal relations both in and out of school, as well as such routine matters as grammar, theme writing and theme correction, and the teaching of types of literature.

L. P.



EARTH SCIENCE: A Physiography, By Gustav L. Fletcher. Boston: D. C. Heath & Co. 1938. \$2.20.

Three characteristics of this volume commend it: it proceeds from the more familiar to the less familiar; the material has been influenced by investigations and publications of recent date; and its clear style makes it readily learnable.

Much information which teen-age persons find interesting and about which they make inquiry is included. Many land features are explained, surely an advantage in this age of much traveling. Life responses have been given much consideration.

The text deserves favorable consideration in schools having physiography in their curriculum; for others it will be a helpful library reference for such topics as rocks and minerals, streams, land forms, air behavior, and air contributions.

RAUS M. HANSON

ELEMENTARY ENGLISH HANDBOOK, I and II. By Bardwell, Mabie, and Tressler. Boston: D. C. Heath & Company. 1938. Book I. 184 pp. 68 cents. Book II. 306 pp. 80 cents.

The handbook sections of the same author's *Elementary English in Action* are here published separately, Book I for grades 3 and 4, Book II for grades 5 and 6.

JUNIOR ENGLISH ACTIVITIES. By Hatfield, Lewis, Thomas, and Woody. New York: American Book Company. Book One. 396 pp. 96 cents. Book Two. 431 pp. \$1. Book Three. 447 pp. \$1.20.

Actuated by the findings of the National Council of Teachers of English as published in the *Experience Curriculum in English*, this three-book series of language books for junior high school substitutes for isolated lessons and exercises a number of closely knit units. These units generally encourage activities by offering these parts: (1) presentation of new materials, (2) appeal to individual initiative by suggestions of other interesting but related things to do, (3) stimulation to further exploration through book-lists, etc., (4) review, test, and practice.

The editors of the series point out that "the tools of expression are separated from the expressional activities," that "the texts try to teach a few fundamental things thoroughly," and that the "functional items of grammar are taught *through*—not merely *for*—use."

This is a rich and stimulating course in language, soundly motivated.

DURRELL-SULLIVAN READING CAPACITY AND ACHIEVEMENT TESTS. By Donald D. Durrell and Helen Blair Sullivan. For grades 1-6. Specimen set of both tests, price 45c. Manual for both tests, price 15c. Yonkers, New York: World Book Company. 1938.

The first of these instruments is a non-reading test. It attempts to measure the pupil's *capacity* to read entirely apart from his reading *achievement*. The second instrument attempts to measure actual powers to read. The exercises more nearly approximate an actual reading situation than do those in the usual reading test. A smaller score on the second test indicates that lack of intelligence is probably not the chief cause for reading disability.

K. M. A.

DURRELL ANALYSIS OF READING DIFFICULTY. By Donald D. Durrell. For grades 1-6. Examiner's kit, price \$1.65. Yonkers, New York: World Book Company. 1938.

This instrument consists of a battery of individual diagnostic tests, a set of Reading Paragraphs, a cardboard Tachistoscope, and a Manual of Directions. It follows the Durrell-Sullivan Reading Capacity and Reading Achievement Tests, but can be used alone.

K. M. A.

HOW ADULTS READ. By Guy Thomas Buswell. Chicago: Department of Education, The University of Chicago. 1937. Pp. 158. \$1.50.

This monograph reports an investigation into *how* and *what* non-academic Americans read after having been out of school for a number of years. Suffice it to say that the performance of children in good schools of today need not cause us any undue worry!

After measuring the reading power of



these adults Dr. Buswell set up remedial classes for certain groups. In the practice exercises the subjects were told to read for meaning and checked for comprehension. But by means of timed exposure and mechanical devices they were led to read rhythmically rather than in their habitual jerky manner. The improvement made was not startling, but Dr. Buswell says, "With the exception of duration of fixation pauses, the changes in the factors considered were sufficient to show that the methods used had some merit."

Dr. Buswell feels that (1) improvement of basic reading habits is possible in high school and with adults, (2) most remedial programs should be simplified by focusing on essential factors, and (3) we should reserve the term reading for "those fields common to all people." That is, he would not apply the term "learning to read" to the mastery of a new field. "Mastering a new field is not learning to read; it is learning a new subject." K. M. A.

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ENGLISH IN ACTION. By J. C. Tressler & H. H. Carter. Boston: D. C. Heath & Co. 1937. Vol. I. 409 pp. \$1.16. Vol. II. 587 pp. \$1.52.

These two volumes are for school systems covering the English composition course in three years. Volume One is for the ninth year; Volume Two for the tenth and eleventh years, and for an additional year of elective work in schools which desire it.

Grammar is applied to the building of correct, varied, effective sentences, punctuating sentences, and reading sentences. A maintenance program and varied, easily scored diagnostic and mastery tests are incorporated into the texts. As in the whole Tressler series, the illustrations are abundant, varied, and are an integral part of the text.

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THE PRINCIPLES AND PRACTICE OF TEACHING ENGLISH. By Roscoe Edward Parker. New York: Prentice-Hall, Inc. 1937. 336 pp. \$2.25.

Much of the material of this book is built around the postulates that "education is a series of guided experiences," and that all

education "is closely related to pupils as individuals and their personal and social needs, both present and future."

A chapter of unusual quality is concerned with the human, vital side of the English teacher. Too often people with rigid, narrow minds, who seem to have been born sapped of youthful vigor and potential capacity, make the mistake of trying to teach English.

Teachers will want this book for a guide and reference. It is perhaps too advanced a study for casual perusal, but students will appreciate it after careful study. J. S.

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CONSTRUCTING TESTS AND GRADING IN ELEMENTARY AND HIGH SCHOOL SUBJECTS. By Henry Daniel Rinsland. New York: Prentice-Hall, Inc. 1937. 323 pp. \$2.85.

Dr. Rinsland has produced another guide-book for the preparation, not only of the more common type of short-answer tests, but also of those that are much less common. Much ingenuity has been shown in the illustrations of such tests and scoring keys which accompany them. The author frankly states that he has definitely utilized the graduating theses of his students.

Had this book appeared ten years ago it would have been received with more enthusiasm by the profession than now, when the atomistic viewpoint is tending to give away to the organismic; indeed, several studies show that students do less permanent learning when preparing themselves for short-answer questions. The changing philosophy of the progressive school is beginning to take root, and there are those who are inclined to predict that these materials will find the best use only where the teacher, apparently unlike the author, considers short-answer questions as occasional teaching devices rather than examination devices. Not the least significant but a rather disappointing feature of the book is the lack of discussion of the essay type of question, because they are not "scientific" or "objective," and the acceptance of traditional and worn-out types of marking sys-



tems. The best feature is the fact that perhaps three-fourths of the book is given to illustrative materials.

W. J. GIFFORD

SECONDARY-SCHOOL ADMINISTRATION, ITS PRACTICE AND THEORY. By Edwin J. Brown. Boston: Houghton Mifflin Co. 1938. 351 pp. \$2.25.

This textbook for the preparation of a high school principal is *different*. The author with the aid of a number of men engaged in secondary school administration has developed his text around some two hundred problems and case situations covering all phases of a principal's work. Much of the discussion is in dialogue and it is all written in a rather personal narrative form. In most cases the student is not given the solution, and therefore there is need for discussion along with the reading. A wealth of questions and problems is scattered throughout the text.

The method has much to commend it, even though some of the problems seem to the reviewer to be bizarre and unusual. The usability of the text will be established only by the classroom. The author may be especially commended for his effort to relate theory closely to practice.

W. J. GIFFORD

HORACE MANN KINDERGARTEN FOR FIVE-YEAR-OLD CHILDREN. By Charlotte Gano Garrison, Emma Dickson Sheeby, and Alice Dagliesh. With introduction by Patty Smith Hill. Teachers College, New York: Bureau of Publications. 1937. \$1.85.

While this book presents the work done in a kindergarten not restricted by the rules and regulations which—from necessity—are a part of public education, yet the principles underlying it can be applied to any school which gives opportunity for the best all-round development of the children.

Neither is it limited only to the kindergarten. Teachers of beginning children will find the chapters dealing with the curriculum especially valuable, since in many of our public schools much emphasis is placed on readiness for school. The section on rec-

ords should be valuable to teachers even in the upper grades.

The authors stress the importance of teachers using the environment of the children for a starting point, and planning the work in the light of the possibilities and limitations of the environment.

Comparing city and country children's interest in machinery, the authors say: "Children in the Five-Year-Old Kindergarten gain an idea of machinery through a visit to the engine room; the children in a rural school can watch a threshing machine. A curriculum that tries to haul in subject matter which has nothing whatever to do with the children's interests is artificial, confusing, and without educational value."

One should not overlook the introduction written by Patty Smith Hill, who by her untiring work has made the lives of young children richer and fuller, and who has been the inspiration of many kindergarten teachers throughout the world.

MARY LOUISE SEEGER

SCIENCE IN OUR LIVES. By Benjamin C. Gruenberg and Samuel P. Unzicker. Yonkers-on-Hudson: World Book Co. 1938. Pp. 750. \$1.76.

A worthy attempt to present, in a unified logical sequence, the elementary aspects of science as they are met in the common experience of high school students. The style is lucid and easy. Many problems are posed for the student to solve by appeal to his experience in and out of school and by reasoning from observation rather than by the dicta of authority. Many aspects of nature are treated and their interrelationships set in relief. Unfortunately the admirable plan is marred by too many inaccuracies of statement of concrete facts. A. M. S.

THE FORM FOR THE RESEARCH PAPER. Prepared by George Hinkle and Francis R. Johnson. Stanford University Press. 1937. 15 pages. 15 cents.

A handy tabulated list of essentials needful for the preparation of the research paper. Concise explanations of each point and specific directions for its use are given.